EIA-Funded Program Name:

* Current Fiscal Year EIA Allocation to this EIA-Program:

* Name of Person Completing Survey and to whom EOC members may request additional information:

* Telephone number:

* E-mail:

EIA-Funded Program Name:

History of the program. Please mark the appropriate response (choose one):This program:

Was an original initiative of the Education Improvement Act of 1984

Was created or implemented as part of the Education Accountability Act of 1998

Has been operational for less than five years

Was funded by last fiscal year by general or other funds.

Is a new program implemented for the first time in the current fiscal year

Other

What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.

Code of Laws:(MAX. 100 characters)

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S.C. Code Ann. Section 59-25-55 Recruitment
S.C. Code Ann. Section 59-26-85 NBPTS Loan
```

Proviso Number:(MAX: 100 characters)

```
1A.23 Teacher Recruitment
 1A.28 NBPTS Incentive
  1.51 NBPTS Incentive
  1.52 NBPTS Surplus
```

What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?
Regulations:

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None
```

Do guidelines that have been approved by the State Board of Education, the Commission on higher Education or other governing board exist that govern the implementation of this program?

Yes

No

What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)

CERRA's goals for this past year relate directly to the mission of the organization. The Center's mission statement is as follows:

"The purpose of the Center for Educator Recruitment, Retention and Advancement (CERRA) is to provide leadership in identifying, attracting, placing and retaining well-qualified individuals for the teaching profession in our state. In doing so, CERRA will respond to changing needs for teachers from underrepresented populations, in critical subject fields and in under-served geographical areas in South Carolina. The Center will work cooperatively with other organizations to promote the teaching profession."

Because we work with professional educators, CERRA supports that our programs and initiatives should model best practices in education such as high quality, on-going, relevant professional development; targeted recruitment; encouragement of small learning communities; collaboration with other entities; and positive advocacy for the profession.

Goals

Pre-Collegiate: Increase the scope and number of teacher recruitment opportunities for SC's high school students, particularly in greatest needs districts and underserved populations
1.   Establish Future Educator Association chapters in high schools and
        colleges
2.   Continue expansion of Teacher Cadet programs
3.   Expand ninth grade academy pilot programs (Team9 REACH)
4.   Network with career cluster stakeholders
5.   Renew partnership with other minority recruitment efforts in SC

Collegiate: Expand CERRA's influence as a teacher recruitment agency to increase recruitment efforts in SC's greatest need districts and content areas.
1.   Collaborate with non-education organizations in the State
2.   Recruit at state and national career fairs and educator recruitment
        expos
3.   Participate in state and national conferences that represent greatest
        need content areas
4.   Increase the number of Teaching Fellows from underserved areas and
        underrepresented populations

Service: Raise level of awareness and participation in teacher retention and advancement opportunities offered through CERRA in greatest needs areas
1.   Increase the number of new or renewed Teacher Forums
2.   Increase the depth of National Board Certification (NBC) awareness and
        support
3.   Increase the number of trained mentors
4.   Establish a cadre of mentor trainers

Global: Increase awareness of the advantages of teaching in South Carolina (SC) and awareness of CERRA's services through advertising in print and non-print media
1.   Partner with The SC Chamber of Commerce and the Department of Parks
        Recreation and Tourism
2.   Communicate CERRA?s mission and services to educators to legislators
        and other key leaders
3.   Develop an up-dated marketing plan

In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)

```
PRE-COLLEGIATE:
1.      ProTeam expanded to Team9 REACH [Change: Team9 sites increase as
        ProTeam sites diminish due to middle school scheduling]
2.      Teacher Cadet (TC) program expanded [Changes: Curriculum under review;
        database under revision]
3.      Future Educators Association (FEA) chapters recruited
4.      College Financial Newsletters updated
5.      Diverse Pathways Grant
6.      Partnership with Call Me MISTER and SC State Minority Recruitment
        Programs

PRE-SERVICE:
1.      Representation of profession and CERRA in non-educational entities
2.      Increased involvement with active recruitment at career fairs, teacher
        expos and content area conferences [Change: Expense is prohibitive.]
3.      Teaching Fellows [Changes: More targeted recruitment in the Pee Dee and
        for minority candidates; database under revision]

SERVICE:
1.      Regional Forum Professional Development
2.      Professional Development (Winter Workshop) for District  and State
        Teachers of the Year (DTOY, STOY )
3.      National Board for Professional Teaching Standards (NBPTS) Candidate
        Support
4.      Mentoring Training [Change: Focus on high needs districts with few
        mentors; develop a cadre of Cognitive Coaching and New Teacher Center
        Mentoring trainers in SC]

Global
1.      Partner with SC Chamber of Commerce
2.      Partner with Parks, Recreation and Tourism for recruitment brochure
3.      Distribute media packets to various audiences; identify additional non-
        print media tools; increase news releases from CERRA
```

In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)

```
PRE-COLLEGIATE:
ProTeam/Team9
1.      Professional development for teachers, 20
2.      Students served, 487


Teacher Cadet
1.      New sites established #9 (Total #156)
2.      Professional development: new instructors, in-state, 47
3.      Professional development: new instructors, out of state, 109
4.      Professional development: teachers, 190
5.      Students served, 2,556
6.      List of Cadets sent to college partners of institution in which the
        Cadet enrolled as a freshman


Future Educators Association
1.      Chapters increased to 45 high schools, 6 colleges (Phi Delta Kappa)
2.      FEA Walks for Education, students and teachers, 200
3.      Students served, 841
4.      CERRA became national hub; charter fee for new chapters reduced
5.      Presentation at National FEA Conference


College Financial Newsletter
1.      Placed on Web site
2.      Copies distributed to public and private schools, 8,000


Diverse Pathways Grant
1.      Collaboration with high schools, 2-year colleges (3)  and teacher
        education institutions (2)
2.      Funding used to develop ninth-grade academy Team9 program from eighth-
        grade ProTeam with addition of EEDA segments
3.      Hosted professional development for 200 associated students and faculty
4.      Professional development training for teachers on new curriculum, 11
5.      Presentations at SC CATE Conference and SC Business and Economic Summit


Partnership with Call Me MISTER and SC State PPRMT
1.      Planning meetings (2) and partnership document



PRE-SERVICE:
Represent Profession to non-educational entities
1.      SC Employer Council, presenter
2.      SC Security Commission Job Expo contacts ~140
3.      Contact information to local Chambers, Rotary, League of Women Voters
4.      SC Chamber of Commerce, member and presenter


Increased involvement in recruitment to educational
1.      SC Expo, 1,287 registrants, 155 hires
2.      In-state college career fairs, 9
3.      State Conferences:  SCASA,  SCABSE, Middle School, Exceptional Children
4.      Out-of-state recruitment fairs:  Pennsylvania, Michigan, Georgia
5.      High school career fairs, 21
6.      Palmetto Priority Schools collaborative:  planned and scheduled summer
        trips,posted positions at 21 colleges, advertised in regional papers
```

Teaching Fellows
1.   Regional Interviews, 350 invited; 175 scholarships awarded
2.   Teachers in Residence recruitment effort in underserved high schools
        and underrepresented populations
3.   Freshman Orientation, 171 students; 280 family members
4.   Professional development opportunities (4) for Campus Directors, 11
5.   Pilot site evaluation process initiated at USC Upstate
6.   Conferences on recruitment with institutions (4) with fewer than 10
        Fellows
7.   List of applicants who were not awarded Fellowships sent to teacher
        education institutions
8.   Fellows application for 2007-2008 launched on-line
9.   Monies collected from students who withdrew or defaulted on Fellowship

SERVICE:
Teacher Leaders
1.   Professional development for teacher leaders, 240
2.   On-line forum for teacher leaders
3.   Professional development opportunities (4) for Advisory Board, 30

National Board for Professional Teaching Standards (NBC)
1.   Loans administered, 1,178
2.   Certificates earned and recorded, 641 (Total 5,085)
3.   Toolkit for candidate support launched on Web site
4.   Regional professional development for Candidate Support Providers, 135
5.   Professional development workshops (2) for District Liaisons, 40
        average
6.   Summit co-sponsor, 300
7.   Take One! projects (3) in under-served schools, professional
        development: 80
8.   Research proposal for Charleston cohorts

Mentoring
1.   Revised training materials for mentors and trainers
2.   Collaborated with SCDE for providing training and materials for the
        Induction and Mentoring Guidelines
3.   Professional development: mentors trained, 604
4.   Professional development: mentor trainers trained, 60
5.   Professional development: advanced training for experienced mentors, 40
6.   Professional development: Cognitive Coaching for teachers and
        administrators, 128

What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)

```
PRE-COLLEGIATE:
Team9 REACH/ProTeam
1.      Surveys from 4 pilot sites used to revise Team9 curriculum;  Team9
        sites increased to 11
2.      Curriculum rewritten for greater articulation with EEDA and service
        learning
3.      Professional development for teachers
4.      Percentage of males increased to 42; percentage of students of color
        increased to 33


Teacher Cadet
1.      Teacher Cadet surveys indicate that 39 percent of the students plan to
        enter the teaching profession; 80 percent indicated that Teacher Cadet
        helped to formulate a positive perception of the profession.
2.      Teacher education institutions offered direct recruiting opportunities
3.      Participation of males increased to 19 percent
4.      Participation of minority students increased to 31 percent
5.      Additional information added to database indicates that cleanup and up-
        date is required for effective and efficient tracking of more than
        39,000 Cadets
6.      Professional development for teachers and college partners


Future Educators Association
1.      Additional recruitment tool successful as evidenced by growth
2.      Provides support and encourage to enter the teaching profession to
        students in grades 9 to 16, particularly for those students who may not
        be Cadets or Fellows
3.      CERRA SC hub for FEA
4.      Presentation at national FEA conference
5.      Walk for Education
6.      Database of participants in progress

College Financial Newsletter
1.      Information on types of funding available for college, intended for
        students considering teaching as a career, but available to all students

Diverse Pathways
1.      Continued articulation between teacher education programs at technical
        colleges and four-year teacher education institutions to recruit and
        serve interested high school students as well as paraprofessionals.
2.      Surveys indicate that the professional development opportunities are
        beneficial to the participants

Minority Recruitment Partnerships
1.      Collaboration in minority recruitment between funded agencies



PRE-SERVICE:
Represent Profession to non-educational entities
1.      Awareness of the needs of the profession
2.      Invitations from additional community groups
3.      Increased recruitment opportunities
```

Increased Involvement in Recruitment
1.   Increase in on-line applications by 10 percent (total for 06-07,
        24,044) and increased use of Job Bank: 187,905 hits, 101,003 unique
        users
2.   Increase in district participation, 9 percent
3.   Awareness at high schools that the teaching profession needs to be
        represented at school career fairs
4.   Assistance given to Palmetto Priority Schools resulting in ~20 hires
        during the summer
5.   Promotion of the advantages of teaching in South Carolina

Teaching Fellows
1.   Fellowships offered and accepted; students placed, 175
2.   Increase in participation from Savannah Region of State by 4 percent;
        decrease in Pee Dee by 5 percent
3.   Pilot of program evaluation successful; two additional sites to be
        evaluated in 2007-2008
4.   Orientation for Fellows and parents/guardians; surveys strongly
        supportive
5.   Professional development for college partners
6.   Retention rate for current cohorts, 83 percent
7.   Current Fellows teaching in SC or in graduate programs, 394
8.   Database clean up and revision indicated for efficient tracking of
        Fellows

SERVICE:
Teacher Leaders
1.   Networking for support among professionals
2.   Encouraging teacher leadership and providing professional development
3.   Targeted highest needs districts

NBPTS
1.   Professional development assisted teachers to grow professionally with
        processes that are designed to improve teacher classroom performance,
        teacher quality, teacher retention and, eventually, student achievement
2.   Tracked more that 7,700 teachers
3.   Managed SC NB Loan Application process and tracked loans and defaults
        in cooperation with the SDE

Program Evaluations
What was the date of the last external or internal evaluation of this program?

Has an evaluation been conducted?

Yes   No

If an evaluation was conducted, what were the results and primary recommendations of the evaluation? (MAX: 2000 characters)

CERRA's staff, Advisory Board and Board of Directors review, annually, the work of CERRA and approve the goals of the Center to determine the direction of programmatic changes for the next year. Each of CERRA's programs has different goals and assessments which are specifically designed for the characteristics of that program. Because the data collected by CERRA are used by many partners and state organizations, CERRA uses a variety of quantitative and qualitative methods to track success of its numerous programs and maintains the accuracy of that data. Among these methods are statistics on each program which include demographic data and numbers of participants and completers by gender and race, financial reports, student and teacher achievement data, workshop evaluations, perceptual and factual surveys administered at the beginning and end of the school year, interviews and site visit reports. Data are analyzed each year. Program results and recommendations are published in the CERRA 2006-2007 Annual Report at www.cerra.org/pr/publications.html

Beginning in October of 2007, CERRA's Board of Directors and senior staff will implement and participate in a strategic planning process which will impact the long-range goals and focus of the Center.

Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?

Yes

No
If no, why not?(MAX: 100 characters)

The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.

Please mark the appropriate response:

The total amount of EIA funds requested for this program for the next fiscal year will be:

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)

```
*In 2003-2004, CERRA's budget was cut from $5,661,127 to $5,404,185.   Other than a cost of
living increase for employees in the 2007-2008 budget, CERRA has not experienced a budget
increase since FY04.


Requested increases for 2008-2009:

$147, 000        Cost of living increase for employees

                 Coordinator of Research and Program Development

                 Justification:  CERRA is undergoing a strategic
                 planning process during the 2007-2008 year.  The Board of
                 Directors has recommended that CERRA create a Position for a
                 Coordinator of Research and Program Development for the
                 following reasons:

                 1. CERRA's unique programmatic structure as a service
                    organization spanning grades K to 16 as well as
                    including practicing teachers creates challenges in
                    collecting data because each program, although
                    related, has individual goals and assessments.

                 2. The Coordinator will be an essential staff person for
                    determination and analysis of data required for on-going
                    strategic planning and program development.

                 3. CERRA needs one contact person for data dissemination to
                    the various state agencies, legislative contacts and other
                    entities that use the Center's data.

                 4. The Coordinator would be the liaison working with other state
                    agencies on data collection and reporting coordination and
                    would use that data to support grant proposals.

$ 15,000        Increase the number of Teacher Cadet classes in low performing
                 schools; increase the number of Future Educators Association
```

and Phi Delta Kappa chapters at high schools and teacher
education institutions for the recruitment and retention of
education majors; funding for a South Carolina FEA student
convention, 2008

$ 20,000 Continued migration to paperless applications and program
reports for Teaching Fellows, Teacher Cadet, and Team9;
expansion of recruitment brochures; Web site redesign

$ 32,000 Target mentoring support and services to greatest needs school
districts including the Palmetto Priority Schools as outlined
in the CERRA mission statement and the Induction and Mentoring
Guidelines; develop professional capacity in staff members to
become trainers for nationally recognized, research-based
advanced mentor training in order to be fiscally responsible in
meeting district requests and SDE guidelines to provide high
quality, continuing professional training to teachers,
administrators and district staff

$ 35,000 Registration fees, recruitment materials, and travel to in- and
out-of-state career days, job fairs, teacher recruitment
fairs; targeted recruitment for Palmetto Priority Schools,
assistance to district recruiters and promoting the image of
teaching in South Carolina to out-of-state candidates in
critical needs subject areas

 Total increase requested: $249,000

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
TOTAL		
#FTES		

Data entry complete for this year.

Will additional information (eg. charts, tables, graphs, etc.) be submitted under separate cover to EOC for this program? If so, submit to Melanie Barton at mbarton@eoc.sc.gov. The program number should be cited in the subject of the e-mail.

Yes   No